

IMITATING INVADERS

METHOD

Play charades to meet Wisconsin's invasive species. Then, invent super aliens that are equipped with amazing adaptations for invasion and domination.

GRADES

3 – 6

ACTIVITY TIME

One or two 50-minute periods

SETTING

Anywhere

MATERIALS

- Wisconsin Wildcards: Alien Invaders (see list on page 16).
- Art supplies



STANDARDS

Environmental Education: B.4.6

Science: F.8.2

SCOUT CONNECTIONS

Junior Girl Scouts: Earth Connections, Plants and Animals

INTRODUCTION

Invasive species are tough plants and animals with amazing adaptations for survival. Just check out a few of these facts:

- Eurasian milfoil can make a whole new plant from just a small section of a stem!
- Zebra mussel females can produce 30,000 to 1,000,000 eggs in one year!
- Snakehead fish can live up to 3 days out of water by breathing through a primitive air bladder!
- Kudzu vines can grow up to 12 inches in one day!
- Leafy spurge can shoot its seeds up to 15 feet through the air!

DOING THE ACTIVITY

1. **Look at the Wildcards.** Give kids time to read over the cards. Together, make a list of some of the adaptations that make invasive plants and animals so successful.
2. **Play charades.** Put the cards in a box. Encourage kids to take turns picking a card and acting out the plant or animal shown on the card. Follow the local rules of charades!
3. **Design a super alien.** Instruct students to design a super alien that can invade a specific environment. Their plants or animals must have at least five adaptations that allow them to outcompete native plants or animals. Allow kids to develop their designs on paper or to build them in 3D.

ASSESSING STUDENT LEARNING

Observe students' participation in charades and discussion. Assess their abilities to translate the information into the designs of new invasive species. Students should equip their new plants or animals with adaptations that allow them to compete for food, water, and space.

EXTENDING THE LEARNING

Study real plants. Bring in specimens of local invasive plants to study up close. Caution: Avoid plants that can cause adverse reactions such as wild parsnip, leafy spurge, and spotted knapweed. Use field guides to identify the specimens. Search the Internet for information on countries of origin, means of invasion, special adaptations, and methods of control. Find out if anyone is tracking their spread or trying to control local populations. If possible, try to help them in their efforts!

FINDING OUT MORE!

Invasive Species. Wisconsin Department of Natural Resources. 2004. Find out about invasive plants and animals in Wisconsin. <www.dnr.wi.gov/invasives/>

Aliens from Earth: When Animals and Plants Invade Other Ecosystems. Mary Batten. 2003. Explores how and why plants and animals enter ecosystems to which they are not native, as well as the consequences of these invasions for other animals, plants, and humans.

Exotic Invaders. Jeanne M. Lesinski. 1996. Describes five species that are not native to North America — sea lampreys, fire ants, zebra mussels, European starlings, and African honeybees — and efforts to handle the problems their introductions have caused.

DROP IN THE BUCKET

METHOD

Kids try to drop aquatic invasive species into a bait bucket. After they learn the secret to getting the cards in the bucket, they discover that one of the secrets to preventing new invasions is making wise personal choices.

GRADES

5 – 8

ACTIVITY TIME

40 – 50 minutes

SETTING

Anywhere

MATERIALS

- Wisconsin Wildcards: Alien Invaders: Aquatics (see list on page 16). You will need 4 of each card.
- Bait buckets or other containers (1 per 3 - 4 kids)
- Sticky Situations on pages 5 - 6 (1 copy per 3 - 4 kids)

STANDARDS

Environmental Education: B.8.5, B.8.10, B.8.18

Social Studies: A.8.7, A.8.11, D.8.11

SCOUT CONNECTIONS

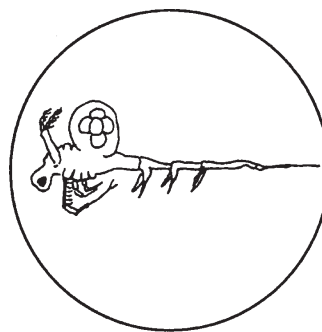
Webelos: Naturalist

Boy Scouts of America: Fish and Wildlife Management

Junior Girl Scouts: Eco-Action, Your Outdoor Surroundings

INTRODUCTION

Keeping bait in the right place is one of the easiest ways to control the spread of aquatic invasive species. Let's see how well you can get these invasive species in the bucket.



DOING THE ACTIVITY

1. **Drop cards into bait buckets.** Divide the kids into groups of 3 - 4. Give each group a bait bucket and a handful of the **Alien Invaders: Aquatics** cards. Challenge kids to drop their cards from waist height into one of the bait buckets.
2. **Show the trick.** If they haven't figured out the secret, suggest they try different strategies. Most people will try to drop the cards on edge. If you hold them flat and drop them squarely into the bucket, you will hit the mark almost every time!
3. **Look at the Wildcards.** Preventing aquatic invasive species from invading new habitats is not impossible. One of the major ways that invasives "get around" is people. Using the information on the cards, list the ways people transport invasive species from an infected body of water to an uninfected body of water.
4. **Pass out the Sticky Situation cards.** Use these cards to pinpoint everyday decisions that kids might make. While they're still in groups, invite kids to read the first card and talk about what they would do if they were in that situation. Invite small groups to share their decisions with the whole group.
5. **Talk about the rest of the situations.** Encourage the groups of kids to read the situations one at a time and discuss their reactions. Invite them to read the backs of the situation cards and to consider the additional information provided there.

ASSESSING STUDENT LEARNING

Ask each student to choose an aquatic invasive species **Wildcard**. Using the information on the card, the Internet, or other available resources, they should find out the following information:

- Where is the invasive species originally from?
- How did it get to Wisconsin?
- Where is it found in the state?
- How does it move from water body to water body within the state?
- How can people help prevent the spread?

EXTENDING THE LEARNING

Create your own situations. Randomly distribute a **Wildcard** that features a location (i.e., **Wisconsin State Forests** cards or **Special Places** cards) and an aquatic invasive species card to each small group of kids. Challenge them to create a situation using these two cards. For example, if they received Havenwoods State Forest and zebra mussels, the situation might be about a kid who was playing around in Lake Michigan and took home a bucket of lake water. Later, when the water got a little smelly, he thought about taking it over to Havenwoods to dump it in the pond. What should he do?

FINDING OUT MORE!

William the Curious: Knight of the Water Lilies. Charles Santore. 1997. In this fairy tale, a lowly, but brave, frog defends the place where he lives. After the story, talk about times when we need to be like William.

STICKY SITUATION 1

Your family loves to canoe camp. Your favorite thing to do is travel from one lake to another. You don't mind the portages, but your dad's obsession with cleaning all the vegetation and aquatic animals off the canoe is driving you crazy. He even makes you clean the mud off your shoes! Now you are old enough to canoe on your own with some friends. You are leaving one lake for a new one. Do you clean the canoe?

OK, maybe dads can be a little unreasonable at times, but this time Dad has the right idea. Non-native plants and animals move easily from lake to lake on you, your shoes, clothes, packs, tents, canoes, pets, bait buckets, and anything else you use. If everyone was as careful as your dad, we might be able to control the spread of non-natives like zebra mussels, Eurasian milfoil, and spiny water fleas.

STICKY SITUATION 2

You can easily see the trail with switchbacks leading down to the shore. The sign says, "Please stay on the trail." Your friends have just taken a well-used shortcut that heads straight for the water. They are going to get there first! What do you do?

Shortcuts are tempting! But the plants growing on shores protect the area and provide valuable habitat. Taking shortcuts increases shoreline erosion. But that's not all! Once the native plants along the shoreline have been disturbed, the likelihood of invasive plants taking root is much higher.

STICKY SITUATION 3

Your new dog loves to swim! He is so good at retrieving things from the water that you're thinking of training him to be a hunting dog. When you go on long hikes together, he often splashes in and out of several different lakes. One time, he came out covered with green pondweeds. He looked so ridiculous that you took a picture of him. Should you save him the embarrassment of being seen looking like this or just let him run around like a creature from the black lagoon?

An embarrassed dog is not the problem here! When your dog runs from lake to lake, he's probably carrying around more than wet fur. Caught in that wet fur could be microscopic organisms, eggs, seeds, plant parts, and all sorts of things! Some of those living things could be invasive species. If you're going to let your dog play in the water, you must be sure he is clean and dry before entering another body of water. Since car washes or very hot soap and water are not recommended for living things, you should restrict your dog's playing.

STICKY SITUATION 4

You and your family are moving across the country. While your parents promised that you could restock your aquarium after the move, they won't let you move your pet aquarium fish. You offered them to your best friend, the science teacher, and a dozen other people. No one is interested. Now what are you going to do?

You might be tempted to release them in a local waterway. At least, you figure, they would have a chance. The truth is that they will either quickly die, or they will survive and pose a risk to the plants and animals already living there. If you can't find a hobbyist, museum, zoo, nursing home, school, or anyone to take care of them, try to return them to the store for resale or trade. If that doesn't work, don't be tempted to bury them at sea! Ask a vet to put them to sleep or give you advice on how to end their lives humanely.

STICKY SITUATION 5

Your family likes to joke that you knew how to fish before you could walk. While you prefer lures, you enjoy experimenting with live bait. At the end of the day, you are never quite sure what to do with leftover worms, larvae, crayfish, or minnows. One friend just dumps them in the water. What will you do?

If your friend jumped off a bridge, would you do that too? First, think about where you got the live bait. If you caught it yourself in the spot where you are fishing, it's ok to return it to the water. If you bought the bait at a bait shop or collected it from any other body of water, then you should dispose of any leftover bait in the trash. Never dump leftover worms on the ground. Improper disposal of live bait is one way that invasive species are spreading. Remember, it is illegal to possess live crayfish and angling equipment at the same time on inland waters!

STICKY SITUATION 6

You and your family are taking a long hike into a wetland area. Mom parks at the trailhead and everyone gets ready to go. Just off the parking lot, there is a beautiful purple flower. Your mom picks one and sticks it in your hair. The hike goes great, but after awhile the flower starts to itch. You carry it in your hand for a while, but it's all droopy and not that beautiful anymore. What do you do with it?

If you guessed that the weed might be purple loosestrife, you could be right. You don't know for sure. It could be invasive; it could be endangered. However, invasives are a lot more common around parking lots where the soil has been disturbed and there is a lot of human activity. Now that you are far from the source, don't drop it on the ground and spread its seed. Put it in a bag and throw it in the trash when you get home. Remember: It would be best not to pick any wildflower. Period.

WEED WATCHERS

METHOD

Practice **watching** for invasive plants by playing a card game and learning more about the plants that are invading our natural areas.

GRADES

5 – 8

ACTIVITY TIME

20 – 30 minutes

SETTING

Anywhere

MATERIALS

- Wisconsin Wildcards: Alien Invaders: Plants (see list on page 16). For each group of 4 - 7 kids, you will need 4 each of the 17 invasive plant cards.



STANDARDS

English Language Arts: B.8.1

Science: F.8.9

Environmental Education: B.8.5, B.8.18

Social Studies: A.8.7, A.8.11

SCOUT CONNECTIONS

Boy Scouts of America: Fish and Wildlife Management, Forestry

Junior Girl Scouts: Eco-Action, Plants and Animals

Cadette and Senior Girl Scouts: Eco-Action

INTRODUCTION

Weeds have always caused problems for farmers and gardeners. But the weeds in this activity aren't ordinary weeds, they are invasive weeds! Invasive weeds invade wild areas, outcompete native species, and degrade habitats. The best way to fight invasive plants is to prevent them from entering an area. If they do invade, the sooner they are found and removed, the better. Once a plant is established and producing seed, it is much more difficult to control or remove. If everyone recognized and watched for invasive plants, we might be able to stop their spread into new areas!

DOING THE ACTIVITY

1. **Play Weed Watchers.** See the directions on page 9. Since only 4 - 7 kids can play the game at one time, set up a learning station with the cards or divide into teams and take turns playing the game.
2. **Check out the cards.** Ask each student to pick one of the cards in the deck to look at more closely. Do any of the cards tell how the invasive plant got here? What kinds of problems do these invasives cause?
3. **Talk about the future.** If we do nothing to control the introduction and spread of invasive plants, what is the worst thing that could happen? (Invasives could eventually outcompete native vegetation. This would leave our natural areas dominated by a handful of invasive plants rather than the rich diversity of plants that we have now.)
4. **Take action.** Challenge the kids to do something about invasive plants that are in their communities. Here are some ideas:
 - Find groups that are sponsoring “Weed Outs” or “Weed Pulls” and join in!
 - Study the **Wildcards** to learn the identifying characteristics of the invasive plants so that you can spot them as you work and play outdoors.
 - Collect reference specimens of local invasives to document their presence and help others learn their identities. See **Extending the Learning** below for information about collecting and pressing plant specimens.
 - Make wanted posters to call attention to the problems that invasive species cause.

ASSESSING STUDENT LEARNING

Ask students to design new **Wildcards** by researching information about other invasive plants that could become serious threats in Wisconsin. Check out the invasive species Web site (see below) for characteristics, habitats, control methods, and photographs of the following plants that resource specialists are currently monitoring:

common teasel (<i>Dipsacus fullonum</i> subsp. <i>sylvestris</i>)	black swallow-wort (<i>Vincetoxicum nigrum</i>)
cut-leaved teasel (<i>Dipsacus laciniatus</i>)	pale swallow-wort (<i>Vincetoxicum rossicum</i>)
giant hogweed (<i>Heracleum mantegazzianum</i>)	flowering rush (<i>Butomus umbellatus</i>)
Japanese hops (<i>Humulus japonicus</i>)	European marsh thistle (<i>Cirsium palustre</i>)
Japanese stilt grass (<i>Microstegium vimineum</i>)	hydrilla (<i>Hydrilla verticillata</i>)
wineberry or wine raspberry (<i>Rubus phoenicolasias</i>)	European frog-bit (<i>Hydrocharis morsus-ranae</i>)
Japanese hedge parsley (<i>Torilis japonica</i>)	water chestnut (<i>Trapa natans</i>)
spreading hedge parsley (<i>Torilis arvensis</i>)	

EXTENDING THE LEARNING

Become a Weed Watcher. Join resource specialists, natural resource organizations, and citizen scientists to search out and destroy invasive plants. The Wisconsin Invasive Plants Reporting and Prevention Project Web site will tell you all you need to know about getting involved, including how to collect reference specimens. <www.dnr.wi.gov/invasives/futureplants/index.htm>

WEED WATCHERS

CARD GAME
EASY & FAST
4 – 7 PLAYERS

OBJECT

Slap the matching weeds and “pull” them all out of the game.

WILDCARDS

4 each of 17 different invasive plants from **Wisconsin Wildcards: Alien Invaders**

DEAL

Shuffle the cards and deal them facedown one at a time.

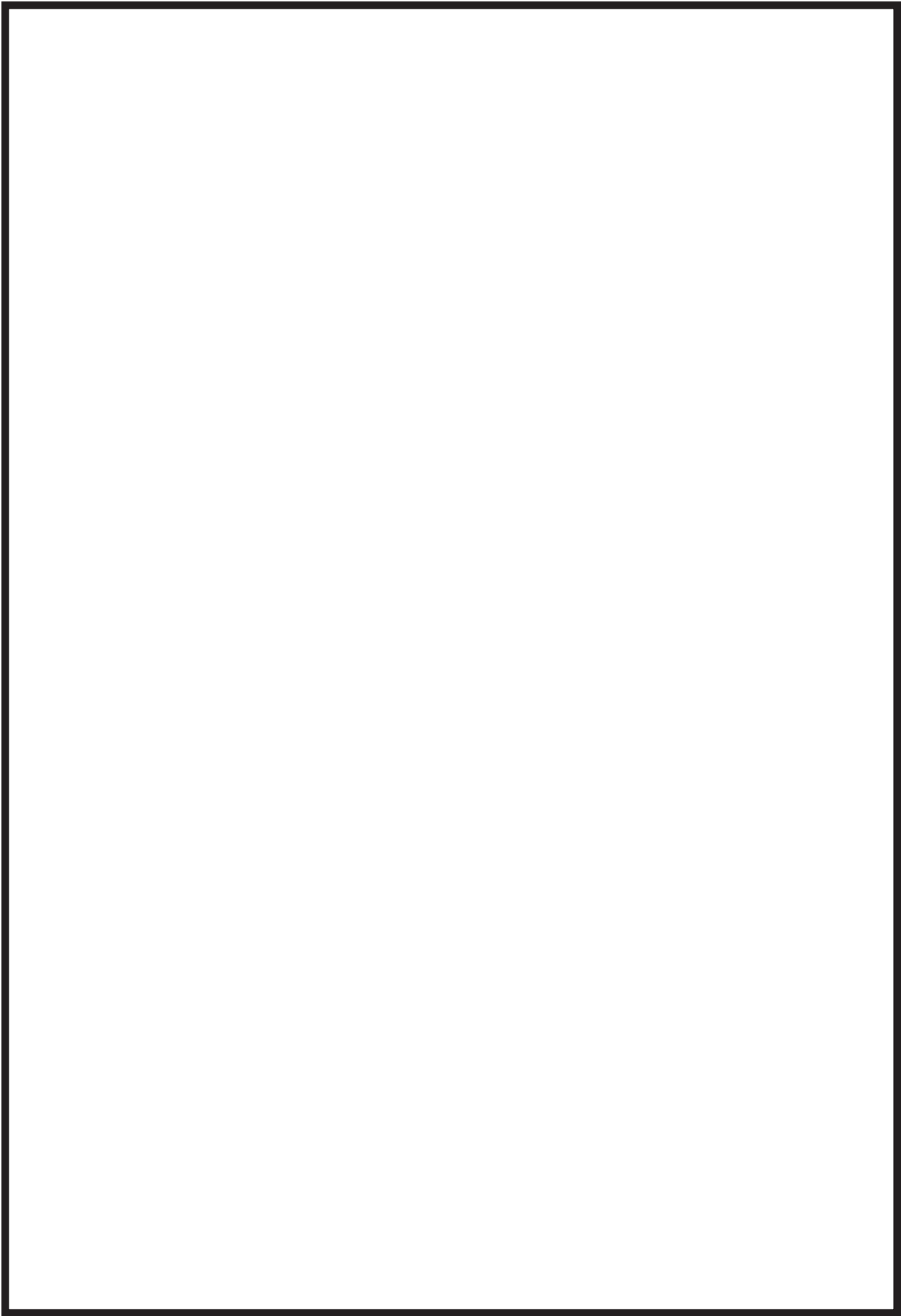
PLAY

Everyone: Don’t look at your cards. Hold your cards facedown in your left hand (right hand if you are left-handed).

Dealer: Call out “1 – 2 – 3 – Weed Watcher.”

Everyone: As soon as the dealer says “Weed Watcher,” take one card from your hand and place it faceup on the table in front of you. Look quickly around the table. If you see a card that matches the card you turned over, slap your hand on your card. If you are the first player to slap your hand, you win that round. You can collect the matching cards and any cards that might be underneath them from previous rounds when there wasn’t a match. Add these cards to the bottom of the pile in your hand.

Dealer: Call out “1 – 2 – 3 – Weed Watcher” and the play continues. If there are no matches, the dealer simply calls out again. The winner is the person who collects all the cards from the other players.



CONTROL MAGIC?

METHOD

After trying a challenging card stunt, kids will discover there is nothing magical about controlling the spread of invasive species. Everything about invasive species is costly!

GRADES

4 – 8

ACTIVITY TIME

15 – 20 minutes

SETTING

Anywhere

MATERIALS

- Wisconsin Wildcards: Alien Invaders (see list on page 16).
- Pennies (1 per kid)

STANDARDS

English Language Arts: E.4.3, E.8.3

Environmental Education: D.4.3

SCOUT CONNECTIONS

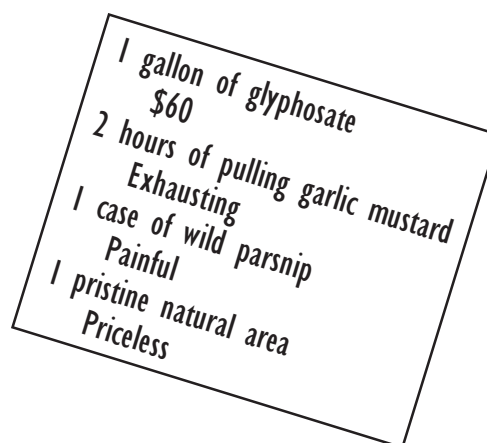
Boy Scouts of America: Forestry

INTRODUCTION

Getting rid of invasive species once they have invaded an area is difficult and costly. Let's see if you have any luck getting rid of an invasive species without losing anything.

DOING THE ACTIVITY

1. **Challenge kids to a card stunt.** Follow the directions on page 13 to show kids how to perform a simple card stunt.
2. **Discuss the costs of controlling invasive species.** Estimates put the cost of controlling invasive species at about \$137 billion annually in losses to agriculture, forestry, fisheries, and the maintenance of open waterways in the United States.



3. **List the ways invasive species are controlled.** Check out the backs of the **Alien Invaders Wildcards**. Make a list of the ways invasive species are controlled. Your list should include pulling, herbiciding, mowing, burning, grazing, killing, digging, and using biological controls. Think about the costs associated with each of these methods. Make a list of the equipment and supplies that might be needed. Also consider the time that land managers, homeowners, and volunteers “lose” to controlling invasives that could be spent on other habitat improvement projects. By far the most efficient and effective way to control invasive species is to prevent them from entering an area in the first place.
4. **Discuss the costs of not controlling invasive species.** The monetary cost of removing invasive species is only part of the costs. Look back at the cards. List the things we might “lose” if invasive species are **not** controlled. Name habitats, plants, and/or animals that might be affected by the presence of invasive species.
5. **Pitch in!** Kids can help in many ways! Besides learning to identify invasive species, kids can help prevent further introductions and control established populations. List some of the things on the cards that kids can do. Look for groups in your area that are in need of volunteers and be ready to pitch in! See Extending the Learning below.

ASSESSING STUDENT LEARNING

Ask students to each choose an invasive species to research. They should find out how to identify the species, how to control new introductions, and how to manage established populations. Then, students should develop wanted posters that convey the plants’ shady traits and how to “arrest” them. Look for some sample “wanted” posters at these Web sites:

Bureau of Land Management. <www.blm.gov/education/weeds/weedposters/>

Integrated Pest Management. University of Nevada. <www.ag.unr.edu/wsji/ipm/Wanted_posters/wpost.html>

EXTENDING THE LEARNING

Lend a hand. Many organizations welcome young volunteers. Here are a few:

Clean Boats, Clean Waters. University of Wisconsin — Extension and Wisconsin Department of Natural Resources. <www.uwsp.edu/cnr/uwexlakes/CBCW/>

Invasive Plant Association of Wisconsin. <www.ipaw.org>

Purple Loosestrife Beetles. Wisconsin Department of Natural Resources. <www.dnr.wi.gov/org/land/er/invasive/factsheets/loosecontrol.htm>

Purple Loosestrife Detectives. Beaver Creek Citizen Science Center. <<http://beavercreekreserve.org/BCR/Purple%20Loosestrife%20-%20CSC.htm>>

The Nature Conservancy. <www.nature.org/wherework/northamerica/states/wisconsin/>

Wisconsin Invasive Plants Reporting and Prevention Project. Wisconsin Department of Natural Resources. <www.dnr.wi.gov/invasives/futureplants/index.htm>

Zebra Mussel Watch. University of Wisconsin — Sea Grant Institute. <<http://seagrant.wisc.edu/zebramussels>>

CONTROL MAGIC?

CARD STUNT
MODERATE TO DIFFICULT
1 PLAYER

OBJECT

Knock the invasive species out of the way without losing anything.

WILDCARDS AND OTHER THINGS

| Alien Invaders card
| penny

DEAL

Give each kid a **Wildcard** and a penny.

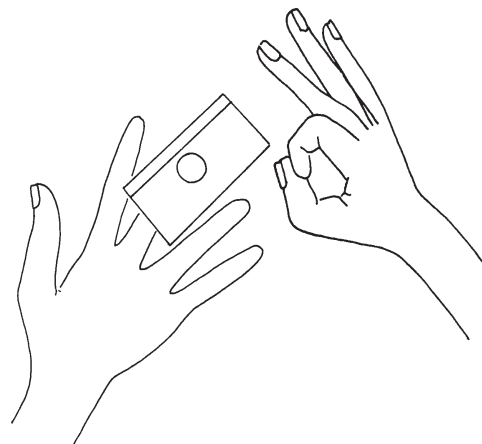
PLAY

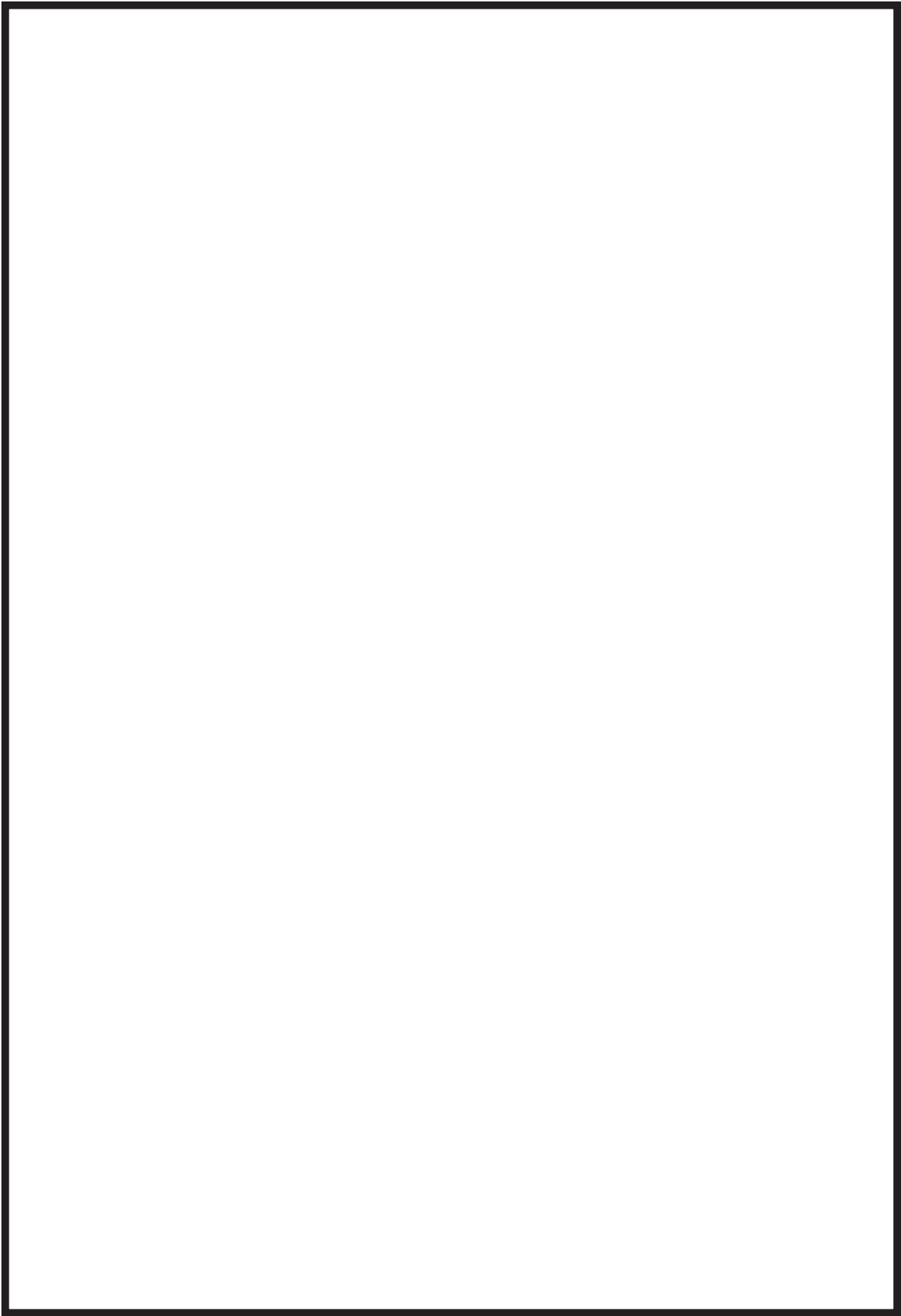
Balance a card on the second finger of your left hand (right hand if you are left-handed). Then take a coin and place it on top of the card directly over the tip of your second finger. See the drawing. The stunt is to remove the card without touching or dropping the coin.

STRATEGY

Try to flick the card with the first finger of your opposite hand. Aim for near one of the corners. You want the card to fly away in a whirling motion, leaving the coin sitting on your finger.

Don't think about how much money it costs to get rid of invasive species; that will only distract you!





WILDCARDS DECKS

These lists include all cards printed as of 2005. Be aware that some of the cards may be out of print or discontinued. Activities and games in this guide use many different groupings of cards. The following lists will help you find the cards you need.

NATIVES

This deck of Wisconsin Wildcards (or multiples of this deck) is used for many activities in the guide.

REPTILES & AMPHIBIANS

Black Rat Snake
Bullsnake
Butler's Gartersnake
Eastern Hognose Snake
Eastern Massasauga Rattlesnake
Eastern Milk Snake
Eastern Racer
Northern Ribbon Snake
Queen Snake
Timber Rattlesnake
Western Fox Snake
Western Ribbon Snake
Western Slender Glass Lizard
Blanding's Turtle
Ornate Box Turtle
Wood Turtle
Blanchard's Cricket Frog

FURBEARERS

Beaver
Bobcat
Canada Lynx
Coyote
Fisher
Gray Fox
Gray Wolf
Muskrat
Opossum
Raccoon
Red Fox
Striped Skunk

BIRDS

Common Loon
Peregrine Falcon
Trumpeter Swan

AQUATIC INVERTEBRATES

Alderfly Larva
Black Fly Larva
Caddisfly Larva
Crane Fly Larva
Damselfly Larva
Dobsonfly Larva
Dragonfly Larva
Leech
Mayfly Larva
Midge Larva (Non-Biting)
Planarian/Flatworm
Riffle Beetle
Sideswimmer/Scud
Snipe Fly Larva
Sowbug
Stonefly Larva
Tubifex Worm
Water Penny Larva
Whirligig Beetle

PLANTS

Black Ash
Green Ash
White Ash
Dune Thistle
Dwarf Lake Iris
Poison Ivy
Prairie Bush Clover
Wild Lupine

INSECTS

Eastern Tent Caterpillar (Native Pests)
Forest Tent Caterpillar (Native Pests)
Friendly Fly (Native Pests)
Giant Silkworm
Giant Silkworm Caterpillar
Karner Blue Butterfly
Web Worm (Native Pests)

MATCH YOUR CATCH! (NATIVES)

American Brook Lamprey
Black Crappie/White Crappie
Bluegill
Bowfin
Brook Trout
Burbot
Channel Catfish/Flathead Catfish
Common Shiner
Freshwater Drum
Grass Pickerel
Green Sunfish
Iowa Darter
Lake Sturgeon
Lake Trout
Lake Whitefish
Largemouth Bass
Longnose Gar
Mottled Sculpin
Muskellunge
Northern Pike
Paddlefish
Pumpkinseed
Quillback
Rock Bass
Sauger
Shorthead Redhorse
Shortnose Gar
Shovelnose Sturgeon
Smallmouth Bass
Smallmouth Buffalo
Walleye
White Bass
White Sucker
Yellow Bullhead/Brown Bullhead
Yellow Perch

ALIEN INVADERS SET

Alewife	Exotic Bush Honeysuckles	Rainbow Smelt
Asian Lady Beetle	Garlic Mustard	Reed Canary Grass
Asian Longhorned Beetle	Gypsy Moth Adult	Round Goby
Autumn Olive	Gypsy Moth Egg	Ruffe
Cat-tails	Gypsy Moth Larva	Rusty Crayfish
Common Buckthorn & Glossy Buckthorn	Hemlock Woolly Adelgid	Sea Lamprey
Common Reed	Japanese Knotweed	Spiny & Fishhook Waterfleas
Crown Vetch	Leafy Spurge	Spotted Knapweed
Curly-leaf Pondweed	Moving Firewood	Three-spine Stickleback
Dame's Rocket	Multiflora Rose	Wild Parsnip
Emerald Ash Borer	Poison Ivy (native)	White Perch
Eurasian Water-milfoil	Purple Loosestrife	Zebra Mussel

ALIEN INVADERS: AQUATICS SUBSET

Alewife	Round Goby
Cat-tails	Ruffe
Common Reed	Rusty Crayfish
Curly-leaf Pondweed	Sea Lamprey
Eurasian Water-milfoil	Spiny & Fishhook Waterfleas
Purple Loosestrife	Three-spine Stickleback
Rainbow Smelt	White Perch
Reed Canary Grass	Zebra Mussel

ALIEN INVADERS: PLANTS SUBSET

Autumn Olive	Exotic Bush Honeysuckles
Cat-tails	Japanese Knotweed
Common Buckthorn & Glossy Buckthorn	Leafy Spurge
Common Reed	Multiflora Rose
Crown Vetch	Poison Ivy (native)
Curly-leaf Pondweed	Purple Loosestrife
Dame's Rocket	Reed Canary Grass
Eurasian Watermilfoil	Spotted Knapweed
Garlic Mustard	Wild Parsnip

MATCH YOUR CATCH! (NON-NATIVE FISH)

Brown Trout
Chinook Salmon
Coho Salmon
Common Carp
Rainbow Smelt
Rainbow Trout
Yellow Bass

SPECIAL PLACES

Barrier Beach Trail
Buckhorn State Park
Elroy-Sparta State Trail
Ice Age National Scenic Trail
Kettle Moraine State Forest - Pike Lake Unit
Kohler-Andrae Dunes Cordwalk
North Country Trail
Red Cedar State Trail
Roche-a-Cri State Park

STATE FORESTS

Black River State Forest
Brule River State Forest
Flambeau River State Forest
Governor Knowles State Forest
Havenwoods State Forest
Northern Highland - American Legion State Forest
Northern Unit of Kettle Moraine State Forest
Peshtigo State Forest
Point Beach State Forest
Southern Unit of Kettle Moraine State Forest

WILDFIRE PREVENTORS SET

Campfires
Debris Burning
Fire Department Truck
Firefighting Equipment
Forester and Forester/Ranger
Forestry Technician
Marsh Rig - Muskeg Low Ground Unit
Prescribed Fire
Single Engine Air Tanker
Smokey Bear
Tractor - Plow Unit
Type 4 (3-Ton Pumper/Tanker) Engine
Type 7X (4x4 Initial Attack) Engine
Wildland Urban Interface

FURBEARERS - EXTRA CARDS

Best Management Practices (BMPs) for Trapping
Furbearer Trapping -- Yesterday and Today
Trapper Education

MATCH YOUR CATCH! - EXTRA CARDS

Black Spot (Fish Health)
Boys camping and fishing for trout (card games)
Fish Inside...and Out!
Knots (fishing knots)
Vintage photo of women flyfishing (species list)